School of Education

EDST5131
Oral Communication across the Curriculum

Term 3 2021

Contents

IMPORTANT:
For student policies and procedures relating to assessment, attendance and student support, please see website, https://education.arts.unsw.edu.au/students/courses/course-outlines/

The School of Education acknowledges the Bidjigal and Gadigal people as the traditional custodians of the lands upon which we learn and teach.

1. **LOCATION**

   Faculty of Arts, Design & Architecture
   School of Education
   EDST5131 Oral Communication across the Curriculum (6 units of credit)
   Term 3 2021

2. **STAFF CONTACT DETAILS**

   Course Coordinator: Dr Sally Baker
   Office Location: Morven Brown Building, G30
   Email: s.baker@unsw.edu.au
   Availability: Email to arrange an appointment

3. **COURSE DETAILS**

Course Name	Oral Communication across the Curriculum
Credit Points	6 units of credit (6 uoc)
Workload	Includes 150 hours including class contact hours, readings, class preparation, group work, assessment, follow up activities, etc.
Schedule	http://classutil.unsw.edu.au/EDST_T3.html#EDST5131T3

SUMMARY OF COURSE

This course explores current theories underlying oral communication. Topics include theoretical and practical perspectives on the teaching of speaking and listening; learner factors in oral/aural language contexts; paralinguistics; speech, discourse and pronunciation; genres of speaking and implications for listening; planning and developing oral communication programs; assessing speaking and listening; dialogic teaching; and accountable talk. This course aims to provide teachers and other educational professionals with an understanding of the key theoretical dimensions of oracy and what is involved in developing oral communication competence, as well as practical approaches to teaching oral communication suitable for their own educational contexts.

THE MAIN WAYS IN WHICH THE COURSE HAS CHANGED SINCE LAST TIME AS A RESULT OF STUDENT FEEDBACK:

- This course now uses a hybrid flexible (HyFlex) delivery model, as a result of the challenges to face-to-face learning presented by COVID-19.

STUDENT LEARNING OUTCOMES

Outcome		Assessment/s
1	identify, describe and critically evaluate current theoretical assumptions regarding the teaching of oral communication internationally;	1, 2
2	demonstrate a sound understanding of key practical approaches in the learning and teaching of oral communication	1, 2
3	apply their knowledge and understanding of oral communication processes to the evaluation, teaching and assessment of oral communication situations in their own contexts.	1, 2

GRADUATE ATTRIBUTES

Standard		Assessment/s
1	**Advanced disciplinary knowledge and practices** Demonstrate an advanced understanding of the field of education as it relates to their specialist area of study, and the ability to synthesize and apply disciplinary principles and practices to new or complex environments.	1, 2
2	**Enquiry-based learning** Demonstrate an in-depth understanding of research-based learning and the ability to plan, analyse, present implement and evaluate complex activities that contribute to advanced professional practice and/or intellectual scholarship in education.	2
3	**Cognitive skills and critical thinking** Demonstrate advanced critical thinking and problem solving skills	2
4	**Communication, adaptive and interactional skills** Communicate effectively to a range of audiences, and be capable of independent and collaborative enquiry and team-based leadership	1, 2
5	**Global outlook** Demonstrate an understanding of international perspectives relevant to the educational field	1
6	**Ethics** Demonstrate an advanced capacity to recognise and negotiate the complex and often contested values and ethical practices that underlie education	2

4. RATIONALE FOR THE INCLUSION OF CONTENT & TEACHING APPROACH

Oracy, or oral communication, is fundamental to effective learning and an integral part of teaching and learning, whether in first language contexts, or in an additional language. However, it is not necessarily the case that oral communication is specifically or systematically addressed in content or language classrooms. An effective oral communications course supports educators to: understand the core components of what it means to be a competent speaker of a language; to acknowledge the relationship between oracy and (in)equity in education; to design and implement a systematic cycle of tasks and oral genres that explicitly teach the required speaking and listening practices; and to understand the importance of dialogic teaching. This cycle involves providing students with the language input and practice required to complete the tasks; opportunities to develop both fluency and accuracy; systematic teacher feedback on performance and integrated self; and peer and teacher assessment. However, there are a number of issues and complexities within classroom practice of oral communication which challenge teachers and students, especially in the second/additional language teaching area; hence the importance of this course.

5. TEACHING STRATEGIES

Students learn best when they are engaged and given an appropriate level of challenge; when their prior experience and knowledge is valued and built upon; when they are expected to take responsibility for their own learning; and when they work collaboratively with their peers. Thus, teaching strategies used during the course will include:

- Small group co-operative learning to demonstrate the use of group structures to address teaching and learning goals;
- Structured occasions for reflection on learning to allow students to reflect critically on and improve teaching practice;
- Extensive opportunities for whole group and small group dialogue, discussion and creation, allowing students the opportunity to demonstrate their capacity to communicate and liaise with the diverse members of an education community, and to demonstrate their knowledge and understanding of the content, and to produce artefacts and resources that will support their teaching and learning.

These activities will occur in a classroom climate that is supportive and inclusive of all learners.

The course has been designed for you to 'choose your own adventure' and invites you to select what you focus on for both interpreting the weekly course themes and doing the assignments. You can choose from these options; if your particular area of interest is not covered by these choices you can propose a new focus/ set of foci to the course convenor.

Level	• Early childhood • School • Adult learning • Vocational Education and Training • Higher education
Group	• Students with a disability • Indigenous learners • CALD learners
Demographic factors	• Socioeconomic status • Regionality • Gender

6. COURSE CONTENT AND STRUCTURE

All lectures will be recorded and available online for students to watch in their own time before the weekly synchronous seminar (weeks 3–10), which you may choose to attend either in-person or online. Please check Moodle for more information about how this hybrid course will work.

	Workshop Topic	Suggested readings
Module 1	**What is oracy?** This week offers an introduction to the concept of oracy and establishes the basis for a focus on oral communication. This session will examine oracy as a feature of students' oral communication, drawing on the work of Neil Mercer and colleagues from the University of Cambridge. We will co-create a set of discussion guidelines for EDST5131 to frame the remainder of our interaction together.	Mercer, N. (2020). https://languageresearch.cambridge.org/images/CambridgePapersInELT_Oracy_2018_ONLINE.pdf https://theconversation.com/explainer-what-is-oracy-and-why-should-every-child-be-taught-it-31817
Module 2	**Conceptual basis of dialogue** This week presents an overview of different ways of looking at oral communication, working from Lefstein's conceptual framework of dialogue, which considers three dimensions (or purposes) of dialogue; the *meta communicative* dimension, including interaction patterns, the *ideational* dimension (including cognitive activity, a sociocultural approach, exploratory talk, accountable talk), and the *relational* dimension (dialogue to develop relationships, power dynamics).	Lefstein, A. (2010). More Helpful as Problem than Solution: Some Implications of Situating Dialogue in Classrooms. In Littleton, K. and Howe, C. (eds.) *Educational dialogues: Understanding and promoting productive interaction*, 170–191.
Module 3	**Oracy and educational (dis)advantage** In this session, we will unpack the component parts of the oracy skills framework and consider in the context of different educational levels, different student groups, equity, EAL/D.	Gaunt, A., & Stott, A. (2018). *Transform Teaching and Learning Through Talk: The Oracy Imperative*. Rowman & Littlefield.
Module 4	**Dialogic teaching** In this session, we will examine one popular pedagogic approach to oracy and oral communication: specifically with regard to designing and implementing spoken activities in content classrooms. Discussion of the T-SEDA project. Participants will critically reflect on examples of spoken activities and to consider ways in	Mercer, N. (2019). Oracy education and dialogic teaching: What's the difference? https://oracycambridge.org/2018/02/22/oracy-education-and-dialogic-teaching-whats-the-difference/ Teacher Scheme for Educational Dialogue Analysis (T-SEDA): An impact acceleration project: https://www.educ.cam.ac.uk/research/projects/tseda/

	which these activities could be made more effective.	
Module 5	**Communication teaching for EAL/D students** Key terms in second language speaking will be discussed, as well as issues such as topic selection and designing spoken tasks, with particular attention to scaffolding participation by ELLs. Examples of effective speaking activities will be provided. This workshop will explore how content and language are interrelated and the implications this has for the participation of ELLs in spoken activities within content classrooms.	Garcia, O., Johnson, S. & Seltzer, K. (2017). *The translanguaging classroom. Leveraging Student Bilingualism for Learning* (Chapter 1). Philadelphia, Caslon.
Module 6	**Oracy strategies in practice: NSW Equity Consortium** In this week, we will explore an oracy-focused unit of work, designed by Macquarie University to be run as part of the NSW Equity Consortium with university ambassadors in partner schools in Greater Western Sydney.	Cui, R. & Teo, P. (2021) Dialogic education for classroom teaching: a critical review, *Language and Education*, 35(3), 187–203.
Module 7	**Academic oracies** In this week, we will explore the emerging field of work on academic oracies (as part of a suite of academic literacies), with implications for higher education students and educators considered.	Heron, M. et al. (in press). Scoping academic oracy in higher education: knotting together forgotten connections to equity and academic literacies, *Higher Education Research & Development*
Module 8	**Assessing oracy** This week will consider assessing speaking. Topics that will be discussed include stages in speaking assessment, the nature of formal assessment, and scoring.	Mercer, N., Warwick, P., & Ahmed, A. (2017). An oracy assessment toolkit: Linking research and development in the assessment of students' spoken language skills at age 11-12. *Learning and Instruction*, *48*, 51-60.

7. RESOURCES

Recommended resources:
Journal articles (choose three of these for Assessment 1) – you can choose your own to complement these but check with lecturer first.

Dialogic teaching
- Boyd, M. & Markarian, W. (2011). Dialogic teaching: talk in service of a dialogic stance, *Language and Education,* 25(6), 515–534.
- Davies, M., Keimer, K. & Meissel, K. (2017). Quality Talk and dialogic teaching—an examination of a professional development programme on secondary teachers' facilitation of student talk, *British Educational Research Journal*, 43(5), 968–987.
- Kim, MY. & Wilkinson, I. (2019). What is dialogic teaching? Constructing, deconstructing, and reconstructing a pedagogy of classroom talk, *Learning, Culture and Social Interaction,* 21, 70–86.

Disciplinary talk
- Dawes, L., Dore, B. Loxley, P. & Nichols, L. (2010). A talk focus for promoting enjoyment and developing understanding in Science. *English Teaching. Practice and Critique*, 9, 99–110.
- Latham, D. (2005). Speaking, listening and learning: a rationale for the speaking and listening profile.
  English in Education, 39, 60–74.
- Mercer, N. (2008). Talk and the development of reasoning and understanding. *Human Development*,
  51, 90–100.

Academic oracy
- Doherty, C., Kettle, M., May, L., & Caukill, E. (2011). Talking the talk: oracy demands in first year university assessment tasks. *Assessment in Education: Principles, Policy & Practice*, *18*(1), 27–39.
- Heron, M. (2019). Making the case for oracy skills in higher education: practices and opportunities, *Journal of University Teaching & Learning Practice,* 16(2).
- Macdonald, S. (2015). "The tutor never asked me questions": Pronunciation and student positioning at university, *Journal of Academic Language & Learning,* 9(2), A31–A41.
- Heron, M., Dippold, D., Hosein, A., Khan Sullivan, A., Aksit, T., Aksit, N., Doubleday, J., & McKeown, K. (2021). Talking about talk: tutor and student expectations of oracy skills in higher education, *Language and Education*, 35(4), 285–300.

TESOL speaking
- Housen, A. & Kuiken, F. (2009). Complexity, accuracy and fluency in second language acquisition,
  Applied Linguistics, 30, 461–473.
- Heron, M., Dippold, D., Hosein, A., Khan Sullivan, A., Aksit, T., Aksit, N., Doubleday, J., & McKeown, K. (2021). Talking about talk: tutor and student expectations of oracy skills in higher education, *Language and Education*, 35(4), 285–300.
- McCormack, B.; Klopper, C; Kitson, L.; & Westerveld, M. (2018). The potential for music to develop pronunciation in students with English as an additional language or dialect (EAL/D) [online]. *Australian Journal of Music Education*, 52(1), 43–50.

Other resources will be curated in Leganto or on the Moodle page.

8. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Graduate Attributes Assessed	Due Date
Task 1: Critical reflection	1500 words	40%	1-3	1, 4-5	Friday 15th October by 5pm
Task 2: Investigation	2500 words + oral text (audio/video or transcript)	60%	1-3	1-4, 6	Friday 12th November by 5pm

Assessment Details

Assessment 1: Critical reflection on key literature (40%)

Select three research papers from the recommended reading list of journal articles. For each paper:

- Briefly summarise the aims, methodology and findings of each article.
  Discuss the ways in which this research adds to your understanding of the teaching of oracy.
- How will you apply these findings in your own professional context?

Assessment 2: Investigation of oral communication in your educational context (60%)

Research an aspect of the course content, applying the theoretical and teaching and learning principles you have learned during this course, with the intention of revising or (re)creating a particular aspect of educational policy or practice relevant to your key learning area. You can investigate at the level of educational sector, disciplinary teaching field, school, classroom, particular student group, or the individual student.

Use this investigation to inform the production of oral text (maximum length: 10 minutes), which could take the following format:

- A pitch for reform/ revision to practice or policy (such as curriculum, teaching strategies, assessment tasks — must be related to oral communication) to a key decision-maker (to the Department of Education, to the principal of a school, the dean of a faculty)
- A public lecture to the general public, offering a critical overview of the content
- An explanation to colleagues, students of the content, including a rationale

Alternatively, you can negotiate a different genre/ context with the convenor.

To meet the requirements for this assessment, you must produce:

- An audio or video file of the oral text OR
- The script/ notes/ slides for the oral text (max 2000 words)
  AND
- A 2500-word rationale that explains the choice of the content and the need for reform/ creation of new educational policy or practice, supported by reference to the academic literature (both course materials and independently-sourced literature).

Student Name: Student No.:

Assessment Task 1: **Critical reflection**

SPECIFIC CRITERIA	(-) ——————➤ (+)				
Understanding of the question or issue and the key concepts involved • understanding of the task and its relationship to relevant areas of practice • clarity in the coverage of each issue					
Depth of analysis and/or critique in response to the task • depth of understanding of context, key issues and student needs/ strengths • depth of analysis of specific strengths and challenges of student group in relation to needs for speaking development					
Familiarity with and relevance of professional and/or research literature used to support response • reference to appropriate research and professional literature relevant to support response					
Structure and organisation of response • appropriateness of overall structure of response • clarity and coherence of organization					
Presentation of response according to appropriate academic and linguistic conventions • clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources of information, and listing references • clarity and consistency in presenting tables and diagrams • clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation and word length for a personal reflection					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

Lecturer: **Date:**

Recommended: /20   (FL PS CR DN HD)   Weighting: 40%

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**

Student Name: Student No.:
Assessment Task 2: **Investigation**

SPECIFIC CRITERIA	(-) ⟶ (+)				
Understanding of the question or issue and the key concepts involved (/5) • full completion of the task • clear explanation of the selected oral text, including its relationship to relevant areas of theory, research and practice, and outlining any implications or recommendations if relevant • clarity and accuracy in use of key terms and concepts in oral communication					
Depth of analysis and/or critique in response to the task (/8) • depth of understanding of key issues in the context of the investigation • depth of analysis of specific strengths and weaknesses of student group in relation to needs for speaking development • clarity and depth of discussion, evaluation and reflection					
Familiarity with and relevance of professional and/or research literature used to support response (/2) • coverage of reference to any appropriate research and professional literature relevant to support response					
Structure and organisation of response (/2) • appropriateness of overall structure of response • clarity and coherence of organisation, including clear linkers and signposting for oral text; use of section headings and summaries to enhance readability for written text/s.					
Creation of oral text and presentation of written response (/3) • clarity of purpose and audience of the oral text (if oral mode chosen) or clarity of intention for oral text (if notes and/or script chosen) = (2) • clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources of information, and listing references in writing (0.5) • clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation and word length (0.5)					

GENERAL COMMENTS/RECOMMENDATIONS

Lecturer: **Date:**
Recommended: /20   (FL PS CR DN HD)   Weighting: 60%

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**